



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1402 San Antonio, Douglas, AZ 85607

### Omega Alpha Academy

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

##### Elementary Achievement Profile (a)

2004-05 Underperforming  
2003-04 Underperforming  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

##### High School Achievement Profile (a)

2004-05 Performing  
2003-04 N/A  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### No Child Left Behind

##### Adequate Yearly Progress (b)

2004-05 Not Met  
2003-04 Not Met  
2002-03 Met

##### School Improvement Status (b)

2004-05 SI Year 1  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School Overview

Principal/Administrator : Mr. Jose A Frisby  
Schedule : 07:00 AM to 05:00 PM  
Grades : K-12  
2005 Enrollment : 542  
Web Address : oaak12.org  
Phone Number : (520) 805-1261  
Fax Number : (520) 805-1272  
E-mail : jfrisby@oaak12.org

#### Mission

The mission of Omega Alpha Academy is to be among the top ten academically achieving schools in Cochise County.

##### Our philosophy:

This mission will be accomplished through the comprehensive implementation of C.C.D.  
- Curriculum  
- Classroom Management  
- Delivery

We believe every child can learn anytime and anyplace if given the opportunity.

#### School / Academic Goals

- Ü On the AIMS, our goal is to have a minimum of 40% of our students meet or exceed the standards, by emphasizing instruction which closely adheres to the state standards particularly in mathematics and language arts.
- Ü In an effort to improve our entire curriculum, we are striving for 100% alignment of our curriculum to the Arizona State Stds. Additionally, our curriculum is being vertically aligned though out all grade levels.
- Ü Implement the philosophy of Project Based Learning into our pre-existing curriculum throughout all grades and classes in an effort to maximize student comprehension and retention.
- Ü To improve our English content and language proficiency, as well as assisting our ELL population , we are implementing (SIOP) Sheltered Instruction Observation Protocol in all classes.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 593  
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 0

## Instructional Programs

- Ü Integrated curriculum - Core Knowledge
- Ü Technology assisted learning.
- Ü Comprehensive SIOP methodologies
- Ü A+ Computer based supplemental instrn
- Ü Full Day Kindergarten
- Ü On-site Special Education
- Ü Tutoring - afterschool academic labs
- Ü ELL computer based instruction

## Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

OAA will provide a safe, secure learning environment where students can thrive academically and socially. OAA will preserve an excellent classroom atmosphere for students to reach their full learning potential. We will instill in all students moral values. We pride ourselves on stringent academic standards, as well as high goals and student expectations. In addition, student handbooks are distributed at the beginning of each year and to all new students.

### Parents

OAA expects parents to:

- be involved in their children's learning process.
- have their children in school on time, dressed in the proper school uniform, and fully prepared for class.
- Assist in informing their children as to OAA academic and behavioral policies.
- Encourage their son/daughter to participate in OAA extracurricular programs.

Parents are encouraged to have frequent communication with their son's or daughter's academic progress.

## Transportation Policy

No transportation available this year.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Certificate of Affiliation to National Honor Society.	2004
Ü Certificate of Appreciation from American Heart Assoc.	2004
Ü Certificate of Affiliation to Jr. Nat'l Honor Society	2005



Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	64	79306	98	98	99	416	416	445	15	15	10	37	37	18	48	48	51	0	0	20
All Students (Prior Year)	49	49	75509	100	100	100	473	473	521	37	37	13	34	34	23	20	20	33	10	10	31
Female	32	32	38691	97	97	99	411	411	446	17	17	10	40	40	18	43	43	52	0	0	20
Male	32	32	40583	100	100	99	421	421	445	13	13	11	33	33	18	53	53	50	0	0	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	62	62	32869	98	98	99	417	417	429	16	16	15	34	34	25	50	50	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	63	63	69060	98	98	98	416	416	454	15	15	7	36	36	17	49	49	54	0	0	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	54	54	39415	95	95	96	415	415	431	15	15	15	36	36	25	49	49	50	0	0	10
Non-Economically Disadvantaged	10	10	39966	100	100	100	426	426	459	14	14	6	43	43	12	43	43	52	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	64	79395	98	0	99	403	403	446	27	27	9	50	50	25	23	23	55	0	0	11
All Students (Prior Year)	49	49	75492	100	100	100	476	476	519	49	49	12	24	24	16	20	20	47	7	7	24
Female	32	32	38743	97	0	100	404	404	451	17	17	7	63	63	24	20	20	57	0	0	12
Male	32	32	40618	100	0	99	403	403	440	37	37	11	37	37	27	27	27	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	62	62	32915	98	0	99	403	403	426	26	26	15	52	52	35	22	22	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	63	63	69139	98	0	99	404	404	454	25	25	7	51	51	24	24	24	58	0	0	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	54	54	39484	95	0	96	403	403	429	28	28	14	49	49	35	23	23	47	0	0	4
Non-Economically Disadvantaged	10	10	39986	100	0	100	408	408	461	14	14	4	57	57	16	29	29	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	64	78869	98	98	99	399	399	442	5	5	6	58	58	21	35	35	63	2	2	10
All Students (Prior Year)	49	49	75053	100	100	99	480	480	597	24	24	7	27	27	12	46	46	72	2	2	9
Female	32	32	38536	97	97	99	416	416	458	3	3	4	47	47	15	47	47	67	3	3	14
Male	32	32	40302	100	100	99	383	383	428	7	7	8	70	70	26	23	23	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	62	62	32606	98	98	98	398	398	426	5	5	8	59	59	27	34	34	60	2	2	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	63	63	68697	98	98	98	399	399	454	5	5	4	58	58	18	36	36	67	2	2	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	54	54	39106	95	95	95	397	397	427	6	6	8	60	60	28	32	32	59	2	2	5
Non-Economically Disadvantaged	10	10	39837	100	100	100	415	415	457	0	0	4	43	43	14	57	57	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	53	78906	100	100	99	473	473	498	22	22	13	37	37	19	39	39	48	2	2	20
All Students (Prior Year)	26	26	76019	96	96	100	435	435	499	67	67	14	27	27	39	0	0	14	7	7	33
Female	31	31	38644	100	100	99	476	476	500	24	24	12	28	28	19	45	45	49	3	3	19
Male	22	22	40236	100	100	99	469	469	497	18	18	15	50	50	19	32	32	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	52	52	31938	100	100	99	473	473	481	22	22	19	36	36	25	40	40	46	2	2	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	51	51	68310	100	100	98	476	476	509	18	18	9	39	39	18	41	41	51	2	2	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	48	48	38679	98	98	96	475	475	483	19	19	20	38	38	25	42	42	45	2	2	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	53	78908	100	0	99	448	448	484	20	20	10	53	53	23	27	27	58	0	0	9
All Students (Prior Year)	26	26	76020	96	96	100	477	477	503	80	80	25	7	7	23	13	13	40	0	0	12
Female	31	31	38648	100	0	99	453	453	489	21	21	8	45	45	22	34	34	61	0	0	10
Male	22	22	40233	100	0	99	441	441	479	18	18	12	64	64	25	18	18	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	52	52	31940	100	0	99	447	447	465	20	20	16	54	54	32	26	26	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	51	51	68312	100	0	98	450	450	493	16	16	7	55	55	21	29	29	62	0	0	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	48	48	38662	98	0	96	450	450	468	19	19	16	52	52	32	29	29	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	53	78750	100	100	99	457	457	500	14	14	6	49	49	29	37	37	63	0	0	2
All Students (Prior Year)	26	26	75673	96	96	100	423	423	530	33	33	12	60	60	25	7	7	58	0	0	4
Female	31	31	38586	100	100	99	464	464	515	14	14	4	41	41	22	45	45	71	0	0	3
Male	22	22	40135	100	100	99	449	449	486	14	14	8	59	59	35	27	27	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	52	52	31841	100	100	99	456	456	483	14	14	8	50	50	36	36	36	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	51	51	68196	100	100	98	459	459	513	12	12	3	49	49	25	39	39	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	48	48	38558	98	98	96	462	462	485	13	13	8	48	48	37	40	40	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78250	90	93	99	519	519	548	30	30	21	41	41	18	30	30	48	0	0	13
All Students (Prior Year)	27	27	75001	100	100	99	451	451	468	36	36	37	55	55	36	9	9	16	0	0	10
Female	15	15	38071	83	83	99	528	528	549	13	13	20	53	53	19	33	33	49	0	0	12
Male	12	12	40126	100	100	99	508	508	547	50	50	23	25	25	17	25	25	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	27	27	29129	90	93	99	519	519	527	30	30	32	41	41	23	30	30	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	26	26	68996	93	93	99	522	522	561	27	27	16	42	42	18	31	31	52	0	0	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	24	24	33388	89	92	94	517	517	530	33	33	32	38	38	22	29	29	40	0	0	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78302	90	0	99	479	479	512	11	11	11	67	67	25	22	22	57	0	0	7
All Students (Prior Year)	27	27	74918	100	100	99	481	481	497	45	45	32	27	27	19	18	18	35	9	9	15
Female	15	15	38082	83	0	99	483	483	518	7	7	8	67	67	24	27	27	61	0	0	7
Male	12	12	40166	100	0	99	475	475	507	17	17	14	67	67	26	17	17	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	27	27	29152	90	0	99	479	479	492	11	11	17	67	67	34	22	22	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	26	26	69024	93	0	99	482	482	524	8	8	7	69	69	23	23	23	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	24	24	33398	89	0	94	479	479	495	13	13	18	63	63	35	25	25	46	0	0	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78094	90	93	99	486	486	545	7	7	3	63	63	18	30	30	77	0	0	2
All Students (Prior Year)	27	27	74503	100	100	99	452	452	491	9	9	9	45	45	32	45	45	51	0	0	8
Female	15	15	38025	83	83	99	500	500	558	0	0	2	60	60	13	40	40	82	0	0	2
Male	12	12	40013	100	100	99	468	468	534	17	17	5	67	67	23	17	17	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	27	27	29068	90	93	99	486	486	523	7	7	5	63	63	27	30	30	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	26	26	68892	93	93	98	493	493	559	4	4	2	65	65	14	31	31	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	24	24	33296	89	92	94	486	486	527	8	8	5	58	58	27	33	33	67	0	0	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	40	69846	97	100	100	660	664	699	69	64	21	15	14	11	15	22	49	0	0	18
All Students (Prior Year)	26	55	65934	100	100	100	465	461	492	77	79	43	19	13	18	4	8	24	0	0	15
Female	20	25	34328	100	100	99	664	668	702	61	57	19	17	17	12	22	26	51	0	0	18
Male	NC	15	35509	NC	100	100	NC	655	696	NC	77	23	NC	8	11	NC	15	48	NC	0	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	28	28	23363	97	93	100	660	660	680	69	69	32	15	15	16	15	15	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	--	NC	36421	--	NC	99	--	NC	714	--	NC	12	--	NC	8	--	NC	54	--	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	26	34	62220	100	100	99	663	670	712	67	58	16	17	16	11	17	26	53	0	0	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	22	29	21421	96	100	92	659	655	686	68	74	35	18	15	15	14	11	43	0	0	7
Non-Economically Disadvantaged	NC	11	48489	NC	100	100	NC	690	704	NC	33	15	NC	11	10	NC	56	52	NC	0	23

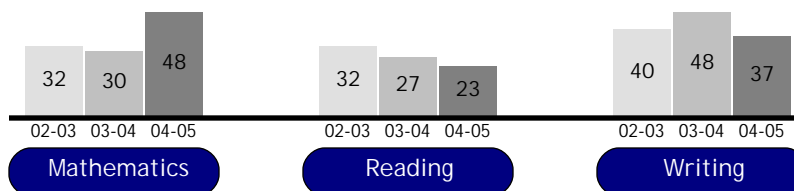
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	42	71311	100	100	100	650	663	694	25	19	7	50	41	21	25	41	63	0	0	9
All Students (Prior Year)	27	56	68162	100	100	100	476	478	509	41	40	18	33	27	24	26	33	51	0	0	8
Female	20	25	34899	100	100	100	660	669	700	11	9	5	61	55	19	28	36	66	0	0	10
Male	11	17	36430	100	100	100	634	654	688	50	33	9	30	20	22	20	47	61	0	0	8
African American	--	NC	3573	--	NC	100	--	NC	676	--	NC	9	--	NC	26	--	NC	60	--	NC	4
Hispanic	31	32	24056	100	100	100	650	650	672	25	25	13	50	50	31	25	25	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	--	NC	36841	--	NC	99	--	NC	713	--	NC	3	--	NC	12	--	NC	72	--	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	28	36	63379	100	100	100	655	666	707	20	16	5	52	42	18	28	42	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	22	28	22243	96	100	93	648	653	677	32	27	14	45	42	32	23	31	51	0	0	3
Non-Economically Disadvantaged	NC	14	49157	NC	100	100	NC	685	702	NC	0	4	NC	36	16	NC	64	69	NC	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	43	70868	100	100	100	635	648	688	29	22	5	54	49	23	18	30	63	0	0	9
All Students (Prior Year)	28	56	67629	100	100	100	453	466	524	64	58	22	29	21	16	7	21	59	0	0	3
Female	20	26	34710	100	100	99	650	661	697	17	14	3	56	45	19	28	41	66	0	0	12
Male	11	17	36176	100	100	100	608	630	678	50	33	7	50	53	27	0	13	59	0	0	7
African American	--	NC	3557	--	NC	99	--	NC	675	--	NC	7	--	NC	25	--	NC	62	--	NC	6
Hispanic	31	33	23868	100	100	100	635	635	670	29	29	9	54	54	33	18	18	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	--	NC	36710	--	NC	99	--	NC	702	--	NC	2	--	NC	15	--	NC	69	--	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	28	37	63054	100	100	99	646	656	701	20	16	3	60	52	20	20	32	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	22	28	21994	96	100	92	631	637	673	32	27	10	55	54	36	14	19	52	0	0	3
Non-Economically Disadvantaged	NC	15	48960	NC	100	100	NC	674	694	NC	9	3	NC	36	18	NC	55	67	NC	0	12

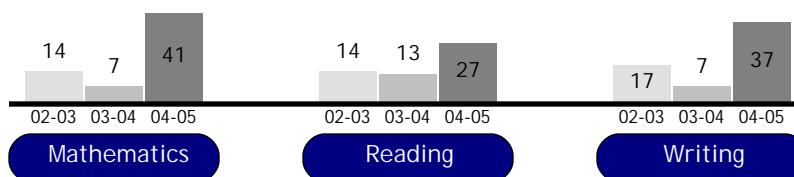
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

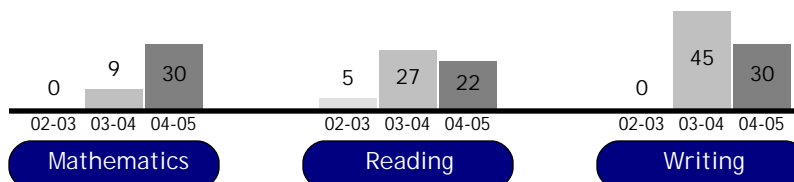
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	22	22	50	93	47	NA	58	100	33	33	47
	Language	100	9	9	43	98	46	46	50	100	40	40	47
	Mathematics	100	42	42	57	98	57	57	64	100	40	40	50
3	Reading	98	16	16	47	96	18	NA	55	98	20	20	44
	Language	100	24	24	54	96	26	26	61	98	21	21	44
	Mathematics	100	40	40	54	96	39	39	61	98	31	31	51
4	Reading	92	19	19	52	94	30	NA	56	98	28	28	48
	Language	100	25	25	48	94	38	38	52	98	39	39	49
	Mathematics	100	39	39	57	94	56	56	61	98	43	43	53
5	Reading	100	21	21	50	89	22	NA	55	100	28	28	50
	Language	92	26	26	46	89	25	25	49	100	30	30	50
	Mathematics	100	44	44	57	89	24	24	63	100	34	34	49
6	Reading	100	50	50	53	97	22	NA	56	90	31	31	51
	Language	100	40	40	45	97	15	15	48	90	24	24	47
	Mathematics	96	67	67	62	97	39	39	66	90	24	24	52
7	Reading	100	63	63	51	100	24	NA	54	100	28	28	50
	Language	100	55	55	54	100	18	18	58	100	30	30	52
	Mathematics	100	70	70	58	100	42	42	62	100	50	50	50
8	Reading	96	35	35	53	93	57	NA	55	90	24	24	51
	Language	96	19	19	49	93	47	47	52	90	41	41	50
	Mathematics	100	30	30	58	93	63	63	61	90	42	42	53
9	Reading	96	23	20	41	87	NA	NA	42	90	38	42	51
	Language	96	24	25	42	87	33	22	42	90	41	41	50
	Mathematics	100	34	40	60	87	34	29	63	90	46	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	4.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	0	0	0	0
10 or more years	6	3	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	84
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	11%

Resources Available at School Site	
Special Facilities	
Ü Reading and Math Computer Lab	Ü Library
Ü Internet Lab for Students	Ü Computer graphics and silk screening lab
Extracurricular Activities	
Ü Afterschool Enrichment Programs	Ü Year Book planning club
Ü Student Body Government	Ü Intramural basketball.
Ü National Honor Society	Ü Cheerleading
Ü Chess Club	Ü Talent Show

Social Services
Ü DES Services
Ü Health Education Service

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü OAA had no serious disruptions of instruction due to violence. All students were provided with a safe and secure environment to pursue their academic career.
- ü OAA students continue to improve their academic success through the use of a completely intergrated curriculum. Core knowledge and Open Court is used in grades k - 8th and project based learning is used in grades k - 12th.
- ü OAA students participated in a program whereby they shadowed Local Community Hospital Doctors and specialized technicians in the everyday routine of hospital life. The program was a collaborative effort between Cochise College and the local hospital.
- ü Omega Alpha Academy has been able to successfully provide professional trainings, not only for teachers but paraprofessional personel as well, four-fold over the previous year.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	26	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	89	96	95	81
Retention Rate <sup>9</sup>	7	1	1	3
Dropout Rate <sup>10</sup>	3	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The police were called due to a variety of reasons. They ranged from suspected child abuse, to student fighting, and to possession and/or smoking marijuana.

OAA takes safety very seriously, and does not hesitate to call the authorities when warranted. In addition, OAA strives to preserve a school which is conducive to school safety and a healthy learning environment. One of the means that is used to promote this environment is the emphasis on character education through-out all grade levels.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy		
Community Resources	Carmela Levy	(520) 236-6636
School Nutrition Programs	Steve Carvalho	(520) 452-7965
Parent Organization	Omar Gallardo	(520) 805-1261
Student Health/Nurse	Carmen Gallardo	(520) 805-1261

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.